



STATE OF IOWA

TERRY BRANSTAD, GOVERNOR
KIM REYNOLDS, LT. GOVERNOR

DEPARTMENT OF EDUCATION
BRAD A. BUCK, DIRECTOR

Please distribute to all district and area education agency personnel who have responsibility for Comprehensive School Improvement Plans, Annual Progress Reports, and federal programs funded through the Elementary and Secondary Education Act.

DATE: October 6, 2014
TO: Administrators of Iowa Public School Districts
FROM: David Tilly, Deputy Director
SUBJECT: Update on No Child Left Behind Requirements

This memo is intended to provide annual information to public school districts regarding requirements included in the federal legislation, No Child Left Behind (NCLB). Although this memo is long, it is important that each section is read carefully because the Iowa Department of Education (IDE) continually updates the components. Information for which we have received questions from the field or clarifications from the United States Department of Education (USDE) is added each year.

In some instances, language has been revised and has been marked **REVISED GUIDANCE**. In other cases, the guidance is significantly different from 2014 or a new section has been added. In this case, the header will indicate **NEW GUIDANCE**.

Iowa's Plan

The federal government required each state to submit a consolidated state application accountability workbook that details how each state will implement NCLB. The most recent approved version of Iowa's consolidated workbook is located at <https://www.educateiowa.gov/pk-12/no-child-left-behind/accountability>. A Frequently Asked Questions (FAQ) section is available for your questions about NCLB and/or specific programs at <https://www.educateiowa.gov/pk-12/no-child-left-behind/nclb-frequently-asked-questions>.

NCLB Requirements 2014-15 School Year

1. Test Administration Assurance in Appendix A.

For assessments used for NCLB purposes, an assurance must be signed by each district superintendent and each building principal stating that proper and ethical test administration is being followed and that procedures have been reviewed with district administrators. Resources for administrators can be accessed at: <http://itp.education.uiowa.edu>

Assurances include, but may not be limited to, the Iowa Assessments, the Iowa-English Language Development Assessment (I-ELDA), and the Iowa Alternate Assessment (IAA). It is understood that since the Iowa Alternate Assessment is an instructionally embedded assessment, administration procedures do vary from such standardized assessments as the Iowa Assessments and the I-ELDA.

Questions pertaining to the administration of the Iowa Assessments have been added to the protocols used on district site visits during the school accreditation process.

The assurance, in Appendix A, must be signed by district superintendents and all PK-12 building principals and returned to Tana Mullen at the Department of Education, Grimes State Office Building, 400

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East 14th Street, Des Moines, Iowa, 50319 by November 15, 2014. A copy of the assurance with an electronic signature may be e-mailed to Tana Mullen at Tana.Mullen@iowa.gov.

2. School Report Card (in Iowa—District Annual Progress Report [APR]).

Districts must submit a school report card (APR) to the local community, the area education agency (AEA), and the IDE. Districts must use the electronic reporting format. It is the responsibility of the district to provide the information contained in the APR to its public. Careful consideration should be given to providing this information in an understandable format and, to the extent practical, in a language that parents can understand. The APR “Print Summary” function will be available for use in reporting to the public. The report to the public must include the following information (all available in the electronic APR) for the district and all school buildings:

- **Schools are required to include the attached chart (NAEP Attachment) in their school report card. (New Information—See Appendix G). The IDE will add this to the electronic APR template for school districts.**
- Percent of students in each achievement level (low, intermediate, high) in reading on the Iowa Assessments (grades 3-8 and 11).
- Percent of students in each achievement level (low, intermediate, high) in mathematics on the Iowa Assessments (grades 3-8 and 11).
- Percent of students in each achievement level (low, intermediate, high) in science on the Iowa Assessments (grades 5, 8 and 11).
- Achievement data should be disaggregated by race/ethnicity, gender, disability vs. non-disabled status, migrant status, English proficiency status, and economically disadvantaged vs. students who are not economically disadvantaged.
- Percent of sections not taught by highly qualified teachers.
- Average daily attendance rate (elementary and middle/junior high school).
- Other academic indicators, Title I Regulation Cohort graduation rates or average daily attendance rates compared to state averages, as appropriate, and disaggregated, as appropriate.
- Percent of students not tested by grade level and content area (disaggregated).
- Information on standard error of measurement of Iowa Assessments.

For assistance with the electronic APR, contact Holly Barnes at 515-242-6173 or Holly.Barnes@iowa.gov.

All districts’ student achievement data can be found at www.edinfo.state.ia.us/data/aprchart.asp?s=00090000.

3. Adequate Yearly Progress (AYP) Determinations.

The assessments used for accountability are Iowa Assessments and the Iowa Alternate Assessment (IAA) (grades 3-8 and 11) for reading and mathematics. Each content test consists of two parts yielding a single score.

Iowa is also required to combine the results for grades 3-8 and 11 for AYP decisions. School level AYP decisions are determined by combining all grades at a school site. District level AYP decisions are determined by combining grades 3-5 for the elementary level, grades 6-8 for the middle school level, and grade 11 for the high school level.

Participation: One of the initial steps in determining AYP for schools and districts is to examine participation rates. For accountability purposes, schools and districts must document a minimum of 95 percent participation rate to make AYP. Participation rates are calculated for each school by combining the number of students assessed in each tested grade and dividing by the combined enrollment for the tested grades at each site. Up to three years of participation data are examined to determine if a school meets participation rate, the state will utilize a weighting procedure to average the data over time. Iowa will continue to use annual data to monitor participation rates for all included grades, with a minimum n of 40 as the threshold for AYP decisions for each subgroup. For schools not meeting the 95 percent required participation rate, the IDE will average up to three years of (weighted) data (for grades 3-8 and 11) to evaluate the extent to which participation rate requirements have been met. (See Appendix B for flow chart of AYP Participation Determination.)

If a school/district misses either proficiency and/or participation rates, the school/district will be identified as missing AYP.

Proficiency: A subsequent step in determining AYP for schools and districts is to examine proficiency rates. As with participation rates, proficiency rates combine all grades at a school site, or grades 3-5, 6-8 and 11 at a district level. The minimum n threshold of 30 is used for inclusion of a group in AYP proficiency determinations. Unlike participation rates, proficiency rates are calculated only using results for students who have been enrolled for a full academic year (FAY). For Iowa, FAY is determined as being enrolled from the time of testing the previous year, and continuously enrolled through the time of testing the subsequent year. FAY for students participating in the IAA is considered from March 31 of the previous year to March 31 of the subsequent year. Students who move from one level of the system to another (by advancing to the next school building), and this movement is part of the normal matriculation of students in the district, will be considered to have been enrolled at the new site for a FAY for AYP purposes. The following steps were used to determine whether or not a school or district meets AYP for proficiency:

- A. First, a school or district proficiency index is calculated. The proficiency index is the result of a statistical procedure used to combine the results of different grades to yield a single AYP decision. Data from both the Iowa Tests and the IAA are combined for this analysis. A 98 percent confidence interval is used to determine if a school or district meets the achievement target for mathematics or reading.
- B. If the proficiency index is not met within the confidence interval, Safe Harbor is examined to determine if a school/district meets AYP. Safe Harbor requires a 10 percent or greater reduction in the percentage of non-proficient students from the previous year to the current year.
- C. If Safe Harbor is not met, an average of student achievement data for last year and this year (2011-12 and 2010-11) is conducted, using a 98 percent confidence interval. This is known as a biennium data check. This is done for all groups missing AYP using the proficiency index or Safe Harbor.
- D. If the current proficiency target is not met using biennium data, a weighted average of data for 2011-12, 2010-11, and 2009-10 is using a 98 percent confidence interval. This is known as a triennium data check. This is done for all groups missing AYP using the proficiency index, Safe Harbor, or the biennium data check.
- E. If a school or district misses the proficiency target after an analysis of triennium data, the school or district misses AYP. Minimum n does not apply for Safe Harbor, biennium, and triennium data. Calculations are performed on the available data.

(See Appendix C for flow chart of Proficiency Determination.)

The Iowa Growth Model: The USDE approved Iowa's proposal to use a growth model in making AYP decisions. According to this model, a student who scored as non-proficient in 2012-13, and who scored non-proficient again in 2013-14, but has moved at least one achievement level (without backsliding from a previous achievement level), has met Adequate Yearly Growth (AYG). Because these students have made significant progress toward achieving proficiency, they may be included with a school's or district's count of proficient students. Thus, the AYP decision process is modified to incorporate these students who have made growth.

The steps of the entire AYP process are:

- A. Evaluate AYP status; uses a proficiency index, uses a confidence interval.
- B. Evaluate Safe Harbor.
- C. Evaluate AYP status; uses a proficiency index, two years of data, uses a confidence interval.
- D. Evaluate AYP status; uses a proficiency index, three years of data, uses a confidence interval.
- E. Add the students who met AYG to the number of proficient students in each grade level, content area, and subgroup.
- F. Evaluate AYP growth; uses a proficiency index for grades 4-8, NO confidence interval.
- G. Evaluate Safe Harbor.
- H. Evaluate growth; uses a proficiency index for grades 4-8, two-years of data, NO confidence interval.
- I. Evaluate growth; uses three years of data for grades 4-8, NO confidence interval.

A school or district that does not meet AYP after this series of steps is placed on the "watch" list (for one year of missing AYP), or the district/schools in need of assistance (DINA/SINA) list (for two or more years of missing AYP in the same content area). Once placed on the DINA/SINA list; it takes a school or district two consecutive years of making AYP to be removed from that list.

Intermediate Goal: For 2014-15, Iowa's accountability plan will use the new grade level targets to make AYP decisions. These are identified in the following table:

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Reading	100	100	100	100	100	100	100
Mathematics	100	100	100	100	100	100	100

Other Academic Indicators:

The final step in determining whether a school or district meets AYP is to examine the other academic indicators (OAI). The OAI include: (1) K-8 average daily attendance rate, where a school and district must meet the state average daily attendance (ADA) rate, or improvement over the previous year's attendance rate, and (2) graduation rate, where a school and district must meet the trajectory target determined by the State Board of Education's goal of 95.0 percent, the current year's target of 89 percent or improvement over the previous year's graduation rate by two percentage points. In order for a district to miss the OAI, the district must not meet both targets (attendance rate and graduation rate). (See Appendix D for flow chart of Other Academic Indicators District Determination.)

Graduation Rate:

In order to use graduation rate as an Other Academic Indicator (OAI) for high school, the Iowa Department of Education (IDE) will apply a four-year cohort graduation rate and a five-year cohort graduation rate, using the Title I graduation rate methodology. The IDE is calculating a four-year and five-year cohort graduation rate for district, schools, and all subgroups.

The four-year cohort graduation rate is calculated for the class of 2014 by dividing the number of students in the cohort (denominator) who graduate with a regular high school diploma in four years or less (by the 2013-2014 school year) by the number of first-time 9th graders enrolled in the fall of 2009 minus the number of students who transferred out plus the total number of students who transferred in.

The five-year cohort graduation rate is calculated using a similar methodology as the four-year cohort rate. This rate is calculated by dividing the number of students in the cohort (denominator) who graduate with a regular high school diploma in five years or less (by the 2013-2014 school year) by the number of first-time 9th graders enrolled in the fall of 2008 minus the number of students who transferred out plus the total number of students who transferred in. The five-year cohort rate will maintain the same denominator as the previous year's four-year cohort rate, simply adding students who graduate in the fifth year to the numerator.

Iowa's State Board of Education has identified a graduation rate of 95 percent as an end goal. The five-year cohort graduation rate will also have 95 percent as an end goal.

The four-year cohort and five-year cohort graduation rate targets are below. The minimum number of students to calculate a graduation rate is 40 for both the four-year cohort and five-year cohort. The five-year cohort rate uses the same cohort of students as the previous year's four-year cohort rate. Therefore, the target increases 2 percent for the cohort between the four-year and five-year calculation.

AYP Year	Four-Year Cohort Data Years	Four-Year Cohort Graduation Rate Target	Five-Year Cohort Data Years	Five-Year Cohort Graduation Rate Target
2012-2013	2008-2009 to 2011-2012	87.0%	2007-2008 to 2011-2012	87.0%
2013-2014	2009-2010 to 2012-2013	89.0%	2008-2009 to 2012-2013	89.0%

School districts and schools with four-year cohort graduation rates less than the goal will be expected to increase each year. A school or district can meet the graduation rate indicator by:

1. Meeting the state goal, or
2. Meeting the four-year cohort target for the year, or
3. Increasing the four-year cohort graduation rate by at least 2 percent over the previous year, or
4. Meeting the five-year cohort target for the year.

Attendance Rate:

Attendance rates are compiled at the state level from State Reporting in Iowa (formerly Project EASIER) data. The information certified in the 2013 spring State Reporting in Iowa data collection is used to determine attendance rates for the 2012-13 school year. Attendance rates for the 2012-13 school year should be available to districts in February 2014.

Definition of a New School: In Iowa, a school would be considered a new school if the enrollment change (due to realignment of grade structures) results in 50 percent or more new students from the previous year or enrollment decreases resulting in 50 percent or fewer of the former students remaining. In such situations, AYP determinations will begin anew. In the event of school mergers containing the same grades, the IDE will consider the AYP of the buildings merging.

- A. If the receiving site has the majority of students, and the site was previously identified as missing AYP, that status will continue, regardless of the status of the sending site.
- B. If the sending site has the majority of students, and the site was previously identified as missing AYP, that status will continue, regardless of the status of the receiving site.
- C. If a new physical facility is opened, the AYP status of that site will be that of the sending site with the majority of students. Simply opening a new school does not enable districts to avoid AYP identification.

4. Student Full Academic Year Status and Enrollment Counts for AYP.

Districts and school will no longer need to indicate the full academic year (FAY) status of students in their student information systems to be indicated on the bar code file during the 2014-15 school year. The FAY element will remain on the bar code file, but will not be validated by Iowa Testing Programs when ordering labels for students. The IDE will automatically calculate FAY status for students through the use of student enrollment records submitted through Spring 2014 and Spring 2015 State Reporting in Iowa (formerly EASIER).

The IDE is populating enrollment counts on the 2014-15 AYP application from Spring State Reporting in Iowa enrollment records in order to calculate participation rates. Spring State Reporting in Iowa enrollment records will be read as of the first day testing in your district/school to determine AYP enrollment counts.

It is imperative that districts keep student enrollment records accurate and up-to-date in the district's student information system. This process will save districts much time. Instead of entering enrollment counts directly into the AYP site, districts will simply check and verify their counts prior to certifying AYP. It is critical that Spring State Reporting in Iowa is submitted in a timely manner, not only to enable the IDE to pre-populate the AYP site for your verification, but also so the IDE can complete the AYP process and send out notifications in a timely manner.

5. Schools (Buildings) in Need of Assistance (NCLB Definition).

Any public school in Iowa may be identified as a School in Need of Assistance (SINA). A Title I school identified as a SINA by the state will have a support team composed of AEA staff assigned to the school to assist in defining needs and in preparing an improvement plan and budget. If a school does not wish to access the services of the team, the district must demonstrate to the IDE that outside technical assistance will be provided to the identified school. The district must also notify their community of the school identification and efforts being taken at the school and district levels to improve student achievement at the school site. If the school is a Title I school, the district must offer public school choice within their district during the time the school is identified. The district must notify parents of the school choice options and the level of achievement at the choice schools. If a Title I school does not make the AYP goal for the third consecutive year (SINA 2 or higher), supplemental education services must be offered to students. This information must be included in the school district report card referred to in Iowa as the APR. (Specific actions to be followed for parental notification, choice, and supplemental services have already been sent to the schools identified for the 2014-15 school year.) It is important to remember the notification templates to parents found on the IDE website at <https://www.educateiowa.gov/pk-12/no-child-left-behind/schools-and-districts-need-assistance-sinadina/guidance-schools-and> must not be altered. When school choice and supplemental education services are required, the district must reserve a minimum of 20 percent of the district's Title I allocation for choice and supplemental education services. Once a school is identified, it must make AYP for two consecutive years before the SINA designation is removed. Achieving AYP for one year provides a "delay" status in additional sanctions, but the school remains identified as a SINA.

If a public school chooses to add Title I services for the 2014-15 school year, the Title I NCLB sanctions listed below will apply depending on the status of your school in its August 2014 AYP notification.

- A. If the school is not on Watch or SINA status, the school will not be on Watch or SINA status for the 2014-15 school year.
- B. If the school is placed on Watch status, the school will begin the 2014-15 school year as Watch status.
- C. If the school has a SINA status at the end of the 2013-14 school year, regardless of having been identified for multiple years, the school will begin the 2014-15 school year at the SINA 1 status.

Schools that leave Title I status and return within a three-year period will return to Title I status with the AYP rating that is current at the time of return to Title I status. The steps outlined above will not apply. If you have any additional questions on this process, please contact Geri McMahon at Geri.McMahon@iowa.gov or 515-281-3944.

The state will continue its efforts to fully pre-populate a web-based collection system with the annual student achievement, enrollment information, and participation data. Districts will continue to add any additional data required for identification and provide verification of data to the state for AYP.

6. District In Need of Assistance.

All districts receive Title I funds in Iowa and thus are subject to the NCLB requirements of meeting AYP. A school district must meet AYP for reading and mathematics separately. AYP must be met by all grade spans required for testing and subgroups within these grade spans. If AYP is not met for two consecutive years, the district will be designated as a district in need of improvement. Adequate yearly progress also includes the "other academic indicator" (OAI) of graduation rate (grades 9-12) and average daily attendance (grades K-8). This designation for year one and two requires a school district to file an improvement action plan with the IDE. DINA plans are due by **November 1, 2014**. Identified districts must also set aside 10 percent of Title I funds for standards based professional development if identified for reading and/or mathematics.

Districts identified as year three will be notified of the additional requirements through a separate mailing directly to the superintendent. Districts identified as year three AND not meeting the requirement of 100 percent highly qualified teachers (HQT) will now enter into a 2141c agreement with the IDE. These districts will be notified of their status by Isbelia Arzola (Isbelia.Arzola@iowa.gov) and sent a 2141c agreement that requires that at least some of the Title II, Part A funds must be spent addressing the needs of the non-HQT who are keeping the LEA from meeting the requirement of 100 percent Highly Qualified Teachers.

7. Assessment, Participation, and Reporting.

NCLB requires all students in grades 3-8 and 11 be tested in reading and mathematics. The Iowa Assessments are used by the state of Iowa for this NCLB requirement. For grades 3-8 and 11, students must complete the reading and mathematics subtests. NCLB also requires districts test all students in science in grades 5, 8, and 11. The science subtest of the Iowa Assessments is used for this reporting.

Please note: While NCLB does not require testing in grade 10, recent changes in state testing requirements does require administering the Iowa Assessments and the Iowa Alternate Assessment in reading and mathematics for grade 10.

The AYP data reported must include the number of students not tested by grade levels and content areas, and then by the subgroups of gender, race/ethnicity, Individualized Education Program (IEP), migrant, socio-economic status (SES), and English language learners (ELL). Note: gender, migrant, non-migrant, non-low SES, non-IEP, and non-ELL are all required reporting elements according to NCLB, but are not used for AYP decision purposes. The minimum number of students in a subgroup for proficiency (Annual Measurable Objective-AMO) is 30 and the reporting number is 10.

Scores reported must be the scores that are established the first time the test is taken within a school year. If a school or district administers Iowa Assessments for a second time within the same school year, the scores from the first administration are those that count for accountability purposes. Scores for AMO are only counted if the student has been in attendance for a FAY. Student scores for AMO are returned to the district of residence, except for open enrollment and whole-grade sharing. Students placed by Department of Human Services and/or by the courts will have their data counted at the state level only (not at the district or school level). Please refer to the decision matrix located at <https://www.educateiowa.gov/pk-12/no-child-left-behind/nclb-procedures-guidance-policy>

New items regarding dubious testing practices of educators abound in the national press. Often educators respond to external pressure to increase student scores by engaging students in test-preparation activities. Because some of

these activities can result in inaccurate scores and produce negative consequences for students, teachers, schools, parents, and the community, it is important that teachers and administrators be able to make educationally and ethically defensible decisions about what types of activities can be used and in what contests.

To assist test coordinators in planning for testing, support test administration, and distributing score report, Iowa Testing provides the Iowa Assessments Planning and Implementation Guide. It may be found at <http://itp.education.uiowa.edu/IA/PlanningImplementationGuide.aspx>

For students new to the Iowa Assessments, Iowa Testing also provides practice tests. A secure login is required. These practice tests may be found at <http://itp.education.uiowa.edu/ia/PracticeTests.aspx>

Last year, districts were provided \$5.50 per student for assessment-related activities. Due to reduced federal funding for 2014-15, the allocation has been reduced to \$5.00 per student. These assessment and accountability funds may be used to defray costs related to assessment system development, including purchase of assessments utilizing multiple formats and approaches; professional development regarding test administration, interpretation, and use of results; and development and maintenance of data management systems. When purchasing assessments, it is important to remember not all students respond to a single format in the same way. As such, utilizing multiple formats not only provide opportunities for students to demonstrate their achievement in different ways, but also enables a district to assess standards and benchmarks that might be limited by a traditional selected response format.

8. Students with Disabilities – District-wide Assessments.

Students with an IEP must be assessed in reading, mathematics, and science. The majority of students with an IEP are able to participate in the Iowa Tests with or without accommodations. However, for students with the most significant cognitive disabilities, the Iowa Alternate Assessment (IAA) is the State AYP assessment. Participation in the IAA is determined by the IEP team. Guidelines for participation in the IAA and non AYP district-wide alternate assessments can be found in the Master FAQ document at <https://www.educateiowa.gov/pk-12/special-education/assessment-testing/iowa-alternate-assessment-1-iaa>

9. Students with Significant Cognitive Disabilities. NEW AND UPDATED GUIDANCE.

Iowa's AYP Alternate assessments are based on alternate achievement standards and are assessments used to evaluate the performance of students with the most significant cognitive disabilities. Alternate assessments are meant to assess the grade-level content with *less depth, breadth, and complexity* than the general assessment, and with a *different* definition of how well and how much students know and do in the content to be considered proficient.

Students with the most significant cognitive disabilities in grades 3-8 & 10-11 who are unable to participate in the State general accountability assessment must be provided an alternate assessment. The IEP team determines assessment participation. Iowa's AYP Alternate Assessments are intended to be used with students with significant cognitive disabilities and are not appropriate for students who do not test well on the general assessment and whose IEP teams feel need an alternate way to judge performance against grade level standards.

For students with the most significant cognitive disabilities, Iowa's AYP Alternate Assessments promotes fair measurement of student knowledge of the Iowa Core English language arts and Math Essential Elements and Iowa Core Science Essential Concepts and Skills.

Scores from Iowa's AYP Alternate Assessments are included in the total percentage of students who are counted in the participation and proficiency rates at the school and district levels. The Department will monitor participation and will inform districts if the number of students participating in Iowa's AYP Alternate Assessments exceeds the 1 percent level. If students exceed the 1 percent level, the Iowa Department of Education will contact districts directly about the exception process.

NEW GUIDANCE FOR IOWA'S AYP ALTERNATE ASSESSMENTS

Participation-Changes in Eligibility

The criteria for participation in Iowa's Alternate Assessments reflect the pervasive nature of a significant cognitive disability. IEP teams must select the alternate assessment as the only option for all subject content areas assessed. Students who participate in Iowa's AYP Alternate Assessments will not participate in Iowa Assessments. The active IEP must reflect participation in the Iowa's AYP Alternate Assessments in order for the assessment process to begin.

Iowa's AYP Alternate Assessments-Changes in Assessment

With the adoption of the Iowa Core, Iowa will administer two AYP Alternate Assessments. They are the Iowa Alternate Assessment Science (IAAS) for students in grades 5, 8, & 11 and the Dynamic Learning Maps (DLM) English language arts & Math Alternate Assessments for students in grades 3-8, 10 & 11.

The IAAS assessment administration process will remain the same as last year.

The (DLM) Alternate Assessment require districts have greater responsibility in supporting assessment administration and communicating directly with the Center for Educational Testing and Evaluation (CETE) KU-DLM's vendor.

Both alternate assessments require teacher assessment administration training. AEA and UEN Significant Disabilities Coordinators will facilitate the training. This training is also open for administrators and other personnel who support the educational programming of student with significant disabilities. A list of coordinators is available on the IDOE IAA webpage

For general information regarding Iowa's AYP Alternate Assessments for the 2014-2015 school year, please visit the IDOE webpage <https://www.educateiowa.gov/pk-12/special-education/assessment-and-testing/iowas-ayp-alternate-assessments-2014-2015>

For detailed information on district roles & responsibilities, policy, required timelines, and assessment administration processes for Iowa's AYP Alternate Assessments, and a contact list of Significant Disabilities Coordinators, please visit the IDOE IAA webpage <https://www.educateiowa.gov/pk-12/special-education/assessment-testing/iowa-alternate-assessment-1-iaa> or contact Emily.thatcher@iowa.gov

Please contact Emily Thatcher at 515-281-3500 or Emily.Thatcher@iowa.gov for questions regarding Iowa's Alternate Assessments Policy and Processes.

10. Out-of-Level Testing.

Per USDE guidance and federal regulations (Title I and Individuals with Disabilities Education Act [IDEA]), it is no longer permissible to allow students with disabilities to take the test in reading and/or mathematics at a grade level below that in which they are enrolled. This is also no longer an acceptable accommodation on a student's IEP. If a district allows a student to take a test below grade level, that student cannot be counted as a participant or as proficient for the purposes of NCLB or IDEA accountability. In addition, districts that continue this practice may be held accountable for noncompliance under IDEA, and the state could face negative financial consequences. Students taking an out-of-level test above the grade level in which they are enrolled are to be counted as participants and as proficient, if applicable.

11. Migrant Education.

As a result of the Federal Migrant Education monitoring visit conducted in May 2009, it was determined that Iowa school districts must complete a Certificate of Eligibility (COE) <https://www.educateiowa.gov/pk-12/title-programs/title-i/title-i-part-c-education-migratory-children> for ALL students identified as migrant according to the Federal definition. The COE must be completed by a trained migrant recruiter. This requirement applies to every district that identifies migrant students within State Reporting in Iowa regardless of whether the district receives Federal Migrant Education funding.

All COEs must be sent to the State Migrant Education Program Coordinator (Susan.Selby@iowa.gov) for review and approval. Upon review and approval, districts will be notified as to the migrant students who are eligible for free meals through the school lunch program. Ineligible students cannot receive free meals.

The COE has been revised to meet federal requirements. Both the revised COE and the instructions for completion are posted on the IDE website listed above.

If you have any questions about this new requirement, please contact Susan Selby at 515-281-4732 or Susan.Selby@iowa.gov.

12. English Language Learners Academic Proficiency.

As a reminder, Iowa Administrative Code (IAC) rule 281.60.3(1) identifies school district responsibilities for students of limited English language proficiency.

Students identified as prominently using a language other than English in the home, shall be assessed by the district. The assessment shall include (1) an assessment of the student's English proficiency in the areas of speaking, listening, reading, and writing; and (2) an assessment of the student's academic skills in relation to their grade or age level. A consistent plan of evaluation which includes ongoing evaluation of student progress shall be developed and implemented by the district for the above areas for each student so identified.

All ELLs, regardless of time in a language instructional program and level of proficiency in English, must be assessed annually in the content areas of reading, mathematics, and science. The Iowa Assessments are used for this purpose. There is some flexibility for recently arrived ELLs (those who have been enrolled in United States schools for less than 12 months or for one test administration). For recently arrived ELLs, LEAs can count the reading score from the English language proficiency test as participation in the reading test. Recently arrived ELLs are still required to take the state-wide math assessment (Iowa Assessments subtest).

All students identified as ELL and provided ELL services are permitted to be included as part of the ELL student group for AYP determinations at the school and district level. After ELL students are determined to be proficient, no longer receive services, and exit the program, they will continue to be monitored using the State student database system (Student Reporting in Iowa) for two years. This will allow schools and districts to report accurate achievement progress on the ELL subgroup.

13. Appropriate Accommodations for English Language Learners. UPDATED GUIDANCE.

Districts must keep track of accommodations used during the administration of the **Iowa Assessments** for students identified as ELL. The IDE will continue to electronically collect this information from all public school districts on the AYP reporting site. The updated version of Iowa's Guidelines for K-12 Participation in District-wide Assessments (2011-2012) for appropriate accommodations can be found at: <https://www.educateiowa.gov/pk-12/learner-supports/english-language-learners>.

Accommodations for ELL students must fall into one or more of the following four categories:

- Presentation (e.g., repeat directions, read aloud, etc.)
- Response (e.g., mark answers in book, use reference aids, point, etc.)
- Setting (e.g., study carrel, separate room, etc.)
- Timing/scheduling (e.g., extended time, frequent breaks, etc.)

14. English Language Learners Students' English Proficiency.

Iowa Administrative Code rule 281-60.3(1) defines a *Limited English Proficient* student as follows: "student who has a language background other than English, and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background."

Identifying language minority students and assessing their skills are critical steps in determining their need for placement in English as a second language (ESL)/bilingual programs. The identification must begin with the Home Language Survey available through Transact NCLB Parent Communication Center.

Currently, Iowa districts are using the Iowa-English Language Development Assessment (I-ELDA) as the measure of English language proficiency. Subgrantees (AEAs and only three school districts) are required to report the percentage of ELL proficiency each school year. These data will be collected by the IDE using a web-based application. All ELLs (K-12) must participate in the English language proficiency testing on their listening, speaking, reading, and writing skills each year. **Any student who has not exited an ELL program must be**

assessed. This includes students who are considered “in-transition” and may not be receiving ESL instruction. Students who have been exited from the program but are in the 2-year monitoring state are currently not required to be assessed on the I-ELDA.

Measurement of “Comprehension scores” is required, but there is no separate test for comprehension. It is a combination of scores from speaking, writing, listening and reading. It is from this “composite” score that a student’s overall fluency and comprehension are determined.

15. State Assessment Funds and I-ELDA Testing and Screening. NEW AND UPDATED GUIDANCE.

School districts have been allocated \$5.00 per student for general assessment related activities and Chapter 12 district-wide assessments, not including the I-ELDA. The IDE will cover the expense for I-ELDA test for the 2014-15 school year out of Title VI funds. The amount of financial support the IDE allocates to support the I-ELDAs testing will be determined annually. LEAs will not receive funds for the exam costs directly. LEAs will order exams through Iowa Testing. Iowa Testing will bill the IDE for the exams. Ordering information may be found at:

<http://itp.education.uiowa.edu/>.

Districts and AEAs are not allowed to use Title III funds for the purchase of placement or screener exams for incoming students who may need Title III services. All LEAs are required to use the Tennessee English Language Placement Assessment (TELPA) for screening and placement decisions of students in an ELL program. The TELPA score provides a baseline growth point for the incoming student and is used to calculate growth during the first year in the ELL program.

All education personnel assigned to administer and/or score the TELPA screener must participate in the online training module, even if you have administered the assessment during the pilot period. A certificate will be issued upon successful completion of the quizzes integrated into the online training module. The online training is available at <http://moodlesw.aeapdonline.org/>. There is a welcome message that provides instructions for setting up an account or using a current account to access the training.

Previously local districts were able to choose from three screeners and may have copies of the other screeners, LAS and IPT, on hand. Local districts are encouraged to use the LAS and IPT exams as diagnostic assessments to inform instructional decisions.

Local districts have always been responsible for the cost of the ELL screener. However, while the IDE was conducting a test in fall 2011 through fall 2012 of the Tennessee English Language Placement Assessment (TELPA) – as a low cost and aligned screener, the IDE paid for the TELPA used by only LEAs participating in the study. All LEAs will be responsible for the cost of the TELPA and able to order the TELPA directly from Iowa Testing. Invoicing will come directly through Iowa Testing. Ordering information may be found at <http://itp.education.uiowa.edu/>. For additional information, contact Jobi Lawrence at Jobi.Lawrence@iowa.gov or 515-281-3805.

16. Language Library.

NCLB requires school districts to provide information to families in an understandable and uniform format to the extent practicable in a language the parent can understand. Districts may access the Language Library at <https://www.educateiowa.gov/pk-12/learner-supports/transact-eduportal>. The Transact NCLB Parent Communication Center is a comprehensive suite of online services for school district personnel that integrates these services:

- Translation Library of General Education forms in 24 languages (also known as the Iowa Language Library)
- NCLB Parent Notifications in English, plus Accountability and Compliance Guides
- Translations of Iowa’s Special Education Documents into Spanish, Vietnamese, Serbo-Croatian, Bosnian, Laotian, and Arabic on the elibrary Eduportal on the Transact website.

17. Subgroup Coding.

The USED required re-identification and annual confirmation of all student race and ethnicity categories during the 2009-10 school year. This information was provided during Student Reporting in Iowa training, and is included in the Student Reporting in Iowa Data Dictionary. These subgroups were taken from LEA student information systems and used in the creation of bar code labels for the Iowa Assessments.

18. Notification to Parents Concerning Highly Qualified Teachers/Paraprofessionals.

All districts must notify parents that they may request information on their child's teacher's qualifications. Information, at a minimum, must be provided that addresses the licensing requirements for the position held by the teacher, the licensure status, and educational background of the teacher. The availability of this information must be included in a formal notification through a newsletter, note to parents, etc. Suggested wording for the notification is included in Appendix E. If the child also receives services from an instructional paraprofessional, the parents should be notified and informed of the paraprofessional's qualifications upon request.

All districts must also provide a statement of assurance to parents that notification will occur should their child be taught for four or more weeks by a teacher who is not highly qualified. Suggested wording is included in Appendix E.

The superintendent must notify the IDE of all non-highly qualified teachers, send a notice home to parents of students in that teacher's class (Appendix F), and send a copy of that notice to Isbelia Arzola at Isbelia.Arzola@iowa.gov. Information about licensure of Iowa teachers can be found at <http://www.state.ia.us/boee/>.

19. Highly Qualified Teachers.

Districts report the number of "highly qualified" teachers on the fall BEDS report. See: <https://www.educateiowa.gov/pk-12/no-child-left-behind/highly-qualified-teacher>. Each LEA receiving Title I (A) and Title II, Part A funds are required to ensure all teachers of core academic subjects are "highly qualified." The core academic areas are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography. These areas apply to all elementary and secondary teachers who are teaching in facilities or schools under the authority of the local school district. A special education teacher who teaches any of these academic areas must have the state-required endorsement for the subject area, or the academic subject (curriculum) must be considered under the supervision of a teacher who is licensed appropriately for the academic area. If an LEA does not already have highly qualified teachers in the core academic areas, the LEA must develop a plan to ensure that all teachers will be highly qualified. The IDE will follow-up with individual districts who have written plans because all of their teachers are not "highly qualified" under federal guidelines. This plan must be on file at the local district level. Title II (A) funds may be used to assist teachers in becoming highly qualified.

Names and licensing folder numbers of all teachers supported by Title II, Part A funds will be reported to the IDE through the Title II, Part A budget application that is due no later than October 1, 2012. Districts must suspend use of Title II, Part A funds for any teacher that does not meet the highly qualified status requirement.

20. Paraeducators.

All Title I funded instructional paraeducators in targeted assistance buildings and all instructional paraeducators in Title I school-wide schools must meet NCLB highly qualified requirements. (See <https://www.educateiowa.gov/pk-12/learner-supports/paraeducators>) Information on highly qualified paraeducators is collected on the annual Title I application.

21. Professional Development.

Districts must provide standards based professional development that incorporates scientifically-based research into Title I targeted assistance and school-wide programs, Title II (A) and Title III programs. Federal funds most commonly used to increase the proficiency of students in reading and mathematics are Title I.

22. Technology Literacy.

With the end of the EETT grant, districts are no longer required to collect and report 8th grade technology literacy data in beds. Technology Literacy is still found in Iowa Code Chapter 12 as one of the 21st Century skills.

12.5(17) c. Technology literacy. Components of technology literacy include creative thinking; development of innovative products and processes; support of personal learning and the learning of others; gathering, evaluating, and using information; use of appropriate tools and resources; conduct of research; project management; problem solving; informed decision making.

23. Free and Reduced Lunch Status.

As districts and schools continue to implement programs, strategies, and efforts to improve the academic achievement of all students, there is continued emphasis on the students who comprise a subgroup membership.

The Richard B. Russell National School Lunch Act established requirements and limitations regarding the release of information about children eligible for free and reduced price meals. The names of individual children certified for free and reduced price meals and the child's eligibility status can be released only to persons directly connected with the administration or enforcement of a federal or state education program. These programs include Title I, the National Assessment of Educational Progress, Carl D. Perkins Vocational and Technical Education Act of 1998, or NCLB. Eligibility status may be disclosed for these purposes only without parental consent. Release of the information for any other purpose (i.e., eligibility for camp scholarships, holiday baskets, or student fees) requires a signed waiver from the parent or guardian. Students who receive free or reduced meals must have their eligibility status protected from public disclosure. There are financial penalties associated with any unauthorized disclosure of the status of students eligible for free and reduced price meals. All staff must remember that free and reduced eligibility cannot be shared in any public manner that would cause embarrassment or identification of an individual student or family to other students, staff, or the public and can only be used for authorized purposes.

24. Safe Schools.

Districts must offer a student victim of a violent criminal offense an opportunity to transfer to another school within the district if available. Districts must inform all students and their parents of this option when a transfer option is available in the district.

25. Suspensions and Expulsions.

Districts report student suspensions and expulsions in Student Reporting in Iowa. The Student Reporting in Iowa Data Dictionary details the requirements.

What Federal Programs are Included in NCLB?

Program	Title	IDE Contact
Title I, Part A	Improving Basic Programs Operated by Local Educational Agencies	Geri McMahon Geri.McMahon@iowa.gov
Title I, Part C	Education of Migratory Children	Susan Selby Susan.Selby@iowa.gov
Title I, Part D	Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk	Rick Bartosh Richard.Bartosh@iowa.gov
Title II, Part A	Teacher and Principal Training and Recruiting Fund	Isbelia Arzola Isbelia.Arzola@iowa.gov
Title III	Language Instruction for Limited English Proficient	Jobi Lawrence Jobi.Lawrence@iowa.gov
Title IV, Part B	21 st Century Community Learning Centers	Vic Jaras Vic.Jaras@iowa.gov
Title VI, Part A	State Assessment Funds	Geri McMahon Geri.McMahon@iowa.gov
Title VI, Part B	Rural Education Achievement Program (REAP) and Transferability of Funds	Jay Pennington Jay.Pennington@iowa.gov

Rural Education Achievement Program (REAP).

The REAP program includes two separate programs for funding. School district eligibility for this program is determined each year by the USDE. The list of eligible Iowa school districts can be found at:

1. Small, Rural School Achievement Program – <http://www2.ed.gov/programs/reapsrsa/eligibility.html>
2. Rural and Low-Income Schools Program - <http://www2.ed.gov/programs/reaprlisp/eligibility.html>

Small, Rural School Achievement Program (SRSA)

There are 2 components within the SRSA program.

1. "REAP Flex" authority
2. SRSA program funding

REAP Flex: The SRSA REAP program provides "REAP Flex" authority to transfer funds between Title programs in the 2012-13 school year. Title VI (A) (2) allows LEAs to transfer up to 50 percent of NCLB formula grant funds among four programs: Title II (Part A), Title II (Part D), Title IV (Part A), and Title V. Funds may also be transferred into, but not from, Title I (Part A). Therefore, allowable expenses under this program can be expended under the same guidelines as the following federal title programs:

- Title I, Part A, Improving Basic Programs Operated by LEAs
- Improving Teacher Quality State Grants (Section 2121) - Title II Part A
- Educational Technology State Grants (Section 2412(a)(2)(A)) - Title II Part D (Ed Tech)
- Safe and Drug-Free Schools and Communities (Section 5112(a)) - Title IV Part A
- State Grants for Innovative Programs (Section 5112(a)) - Title V Part A

Districts need to track how they use the REAP flex authority and the amount of funds "transferred" both from and to the various federal programs.

SRSA Program Funding: The SRSA program provide direct funding to eligible school districts. Funds may be sent under the same guidelines as the following federal programs:

- Title I, Part A, Improving Basic Programs Operated by LEAs
- Improving Teacher Quality State Grants (Section 2121) - Title II Part A
- Educational Technology State Grants (Section 2412(a)(2)(A)) - Title II Part D (Ed Tech)
- Safe and Drug-Free Schools and Communities (Section 5112(a)) - Title IV Part A

State Grants for Innovative Programs (Section 5112(a)) - Title V Part A eligible districts need to track how these funds are spent and report this information to the IDE annually.

Rural and Low-Income Schools Program

The RLIS program goals are to increase student achievement. More specifically, the program is focused on the following goals.

- To increase the percentage of all fourth, eighth, and eleventh grade students achieving proficient or higher in mathematics and reading;
- To increase the percentage of high school students achieving a score or status on a measure indicating probable post-secondary success;
- To incorporate in to its comprehensive school improvement plan provisions for the professional development for all staff in approved, funded areas of the REAP program;
- To reduce the student dropout rates in grades seven through 12.

Eligible schools are able to use the funds in the following ways:

- Teacher recruitment and retention, including the use of signing bonuses and other financial incentives
- Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers
- Educational technology, including software and hardware as described in Title II, Part D
- Parental involvement activities
- Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)
- Activities authorized under Title I, Part A
- Activities authorized under Title III (Language instruction for LEP and immigrant students)

Districts that receive funding through this program will need to report annual how the funds were used to support the above goals.



STATE OF IOWA

TERRY BRANSTAD, GOVERNOR
KIM REYNOLDS, LT. GOVERNOR

DEPARTMENT OF EDUCATION
BRAD A. BUCK, DIRECTOR

Test Administration Assurance for 2014-2015 – PUBLIC LEA Assurance for Proper and Ethical Test Administration

ADMINISTRATION OF TESTS

In the administration of standardized tests, it is a violation of test security to do any of the following:

1. Provide inappropriate test preparation such as any of the following:
 - a. Copy, reproduce, or use in any manner any portion of any secure test booklet, for any reason.
 - b. **Share an actual test instrument in any form. This includes using old copies of the Iowa Assessments (including the Iowa Tests of Basic Skills or Iowa Tests of Educational Development) and the I-ELDA (Iowa English Language Development Assessment).**
 - c. Use test preparation materials or strategies developed specifically for Annual Progress Reporting or the Annual Yearly Progress report.
2. Deviate from the test administration procedures specified in the test examiner's manual.
3. Provide inappropriate assistance to students during the test administration.
4. Make test answers available to students.
5. Change or fill in answers on student answer documents.
6. Provide inaccurate data on student answer documents.
7. Engage in any practice to artificially raise student scores without actually improving underlying student achievement.
8. Participate in, direct aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this policy.

After testing is completed, test booklets are to be returned according to procedures outlined by Iowa Testing Programs in the materials. Districts should retain "Chain of Custody" documentation as evidence.

If test booklets are needed to carry out study of item analyses by staff, separate requests must be made to the Iowa Testing Programs, and proper procedures for custody and security must be adhered to.

CONSEQUENCES OF TEST ADMINISTRATION VIOLATIONS

If a violation of test administration protocol occurs, as determined by the superintendent following an investigation of allegations of irregularities, the superintendent shall determine whether the integrity of the testing program has been jeopardized, whether some or all of the test results are invalidated, and whether a teacher or administrator has violated the Code of Ethics of the Iowa Board of Educational Examiners as found at 282—Iowa Administrative Code, Chapter 25.

Reports of students cheating on assessments shall be submitted to the building principal for investigation and disciplinary procedures.

A staff member found to have committed testing irregularities shall be subject to discipline in accordance with law and Board policy. If the staff member is a licensee of the Board of Educational Examiners, the superintendent shall make a timely report to that Board.

If the superintendent believes that assessment results are invalid, the superintendent shall make a timely report to the Iowa Department of Education.

I, _____, Superintendent of _____ School District,
(Superintendent's Name) (Name of School District)

assure that proper testing procedures and administration for assessments used to meet the reporting requirements of the No Child Left Behind Act are followed in my school district. I will take appropriate steps outlined above if district staff does not adhere to these guidelines and notify the Iowa Department of Education.

Superintendent's Signature

Date

CONTINUED TO NEXT PAGE

Grimes State Office Building - 400 E 14th St - Des Moines IA 50319-0146

PHONE (515) 281-5294 FAX (515) 242-5988

www.iowa.gov/educate

Helping Communities Meet the Learning Needs of All Their Children and Adults

Building Principal's Assurance

I, _____, Principal of _____ School ,
(Building principal's Name) (Name of School)

assure that proper testing procedures and administration for assessments used to meet the reporting requirements of the No Child Left Behind Act are followed in my school building. I will take appropriate steps outlined above if district staff does not adhere to these guidelines and notify the Iowa Department of Education.

Principal's Signature

Date

I, _____, Principal of _____ School ,
(Building Principal's Name) (Name of School)

assure that proper testing procedures and administration for assessments used to meet the reporting requirements of the No Child Left Behind Act are followed in my school building. I will take appropriate steps outlined above if district staff does not adhere to these guidelines and notify the Iowa Department of Education.

Principal's Signature

Date

I, _____, Principal of _____ School ,
(Building Principal's Name) (Name of School)

assure that proper testing procedures and administration for assessments used to meet the reporting requirements of the No Child Left Behind Act are followed in my school building. I will take appropriate steps outlined above if district staff does not adhere to these guidelines and notify the Iowa Department of Education.

Principal's Signature

Date

I, _____, Principal of _____ School ,
(Building Principal's Name) (Name of School)

assure that proper testing procedures and administration for assessments used to meet the reporting requirements of the No Child Left Behind Act are followed in my school building. I will take appropriate steps outlined above if district staff does not adhere to these guidelines and notify the Iowa Department of Education.

Principal's Signature

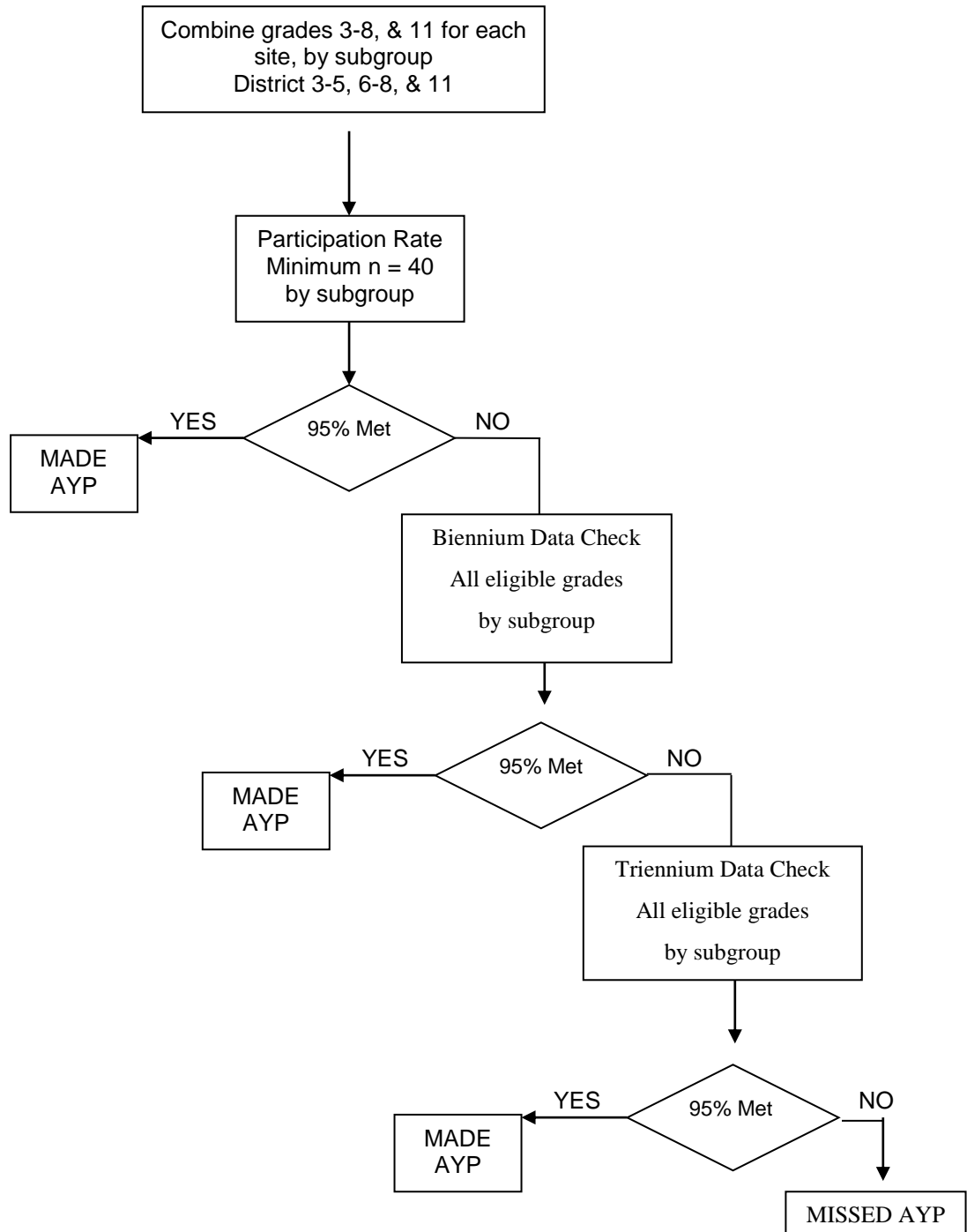
Date

(Please print additional copies of this page as needed.)

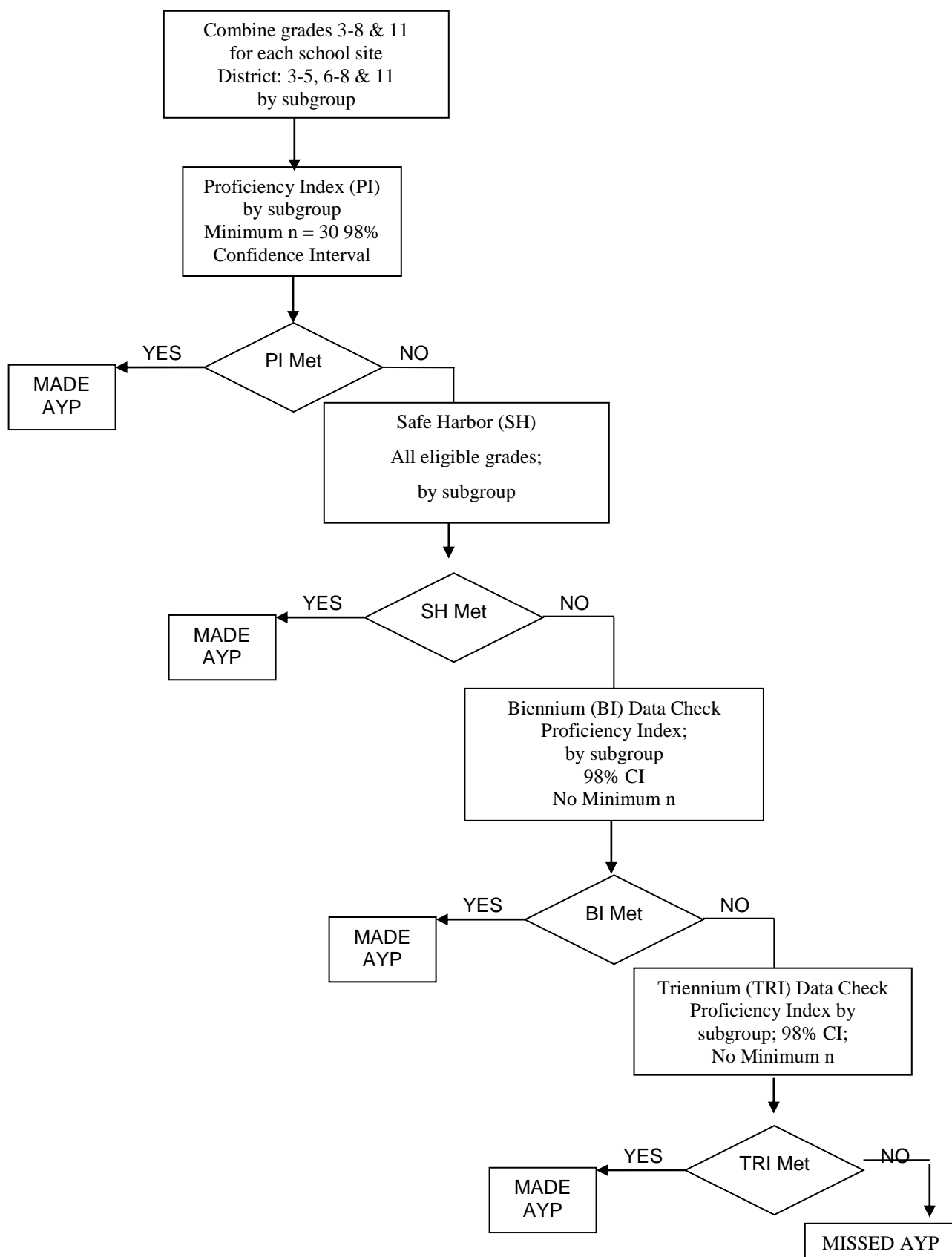
Return this form by November 15, 2014, to:

Tana Mullen
Iowa Department of Education
Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319
Tana.Mullen@iowa.gov
FAX: 515-242-5988

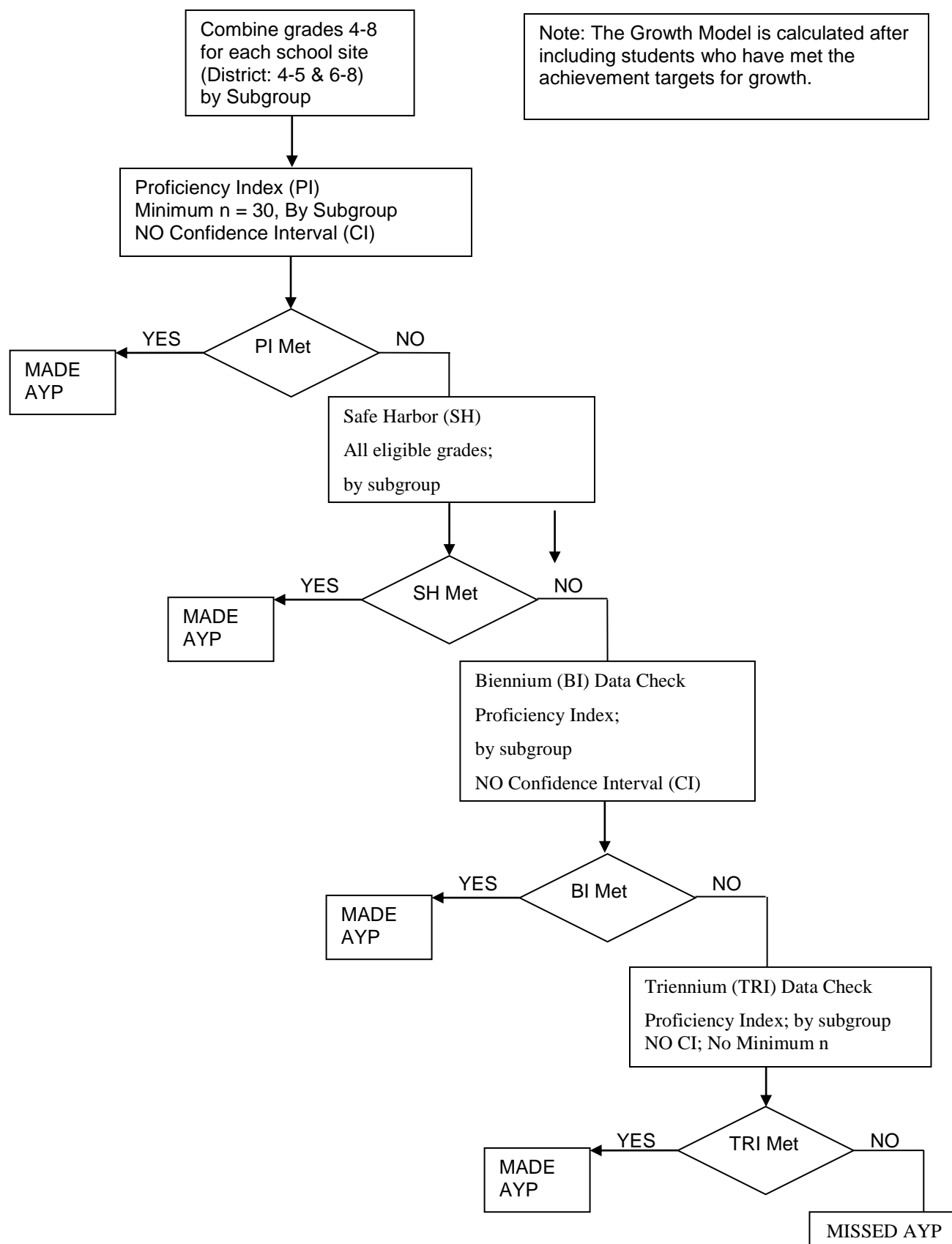
**Adequate Yearly Progress (AYP)
Participation Determination for 2014-15**



Appendix C
Adequate Yearly Progress (AYP)
Status Model Portion
Proficiency Determination for 2014-15

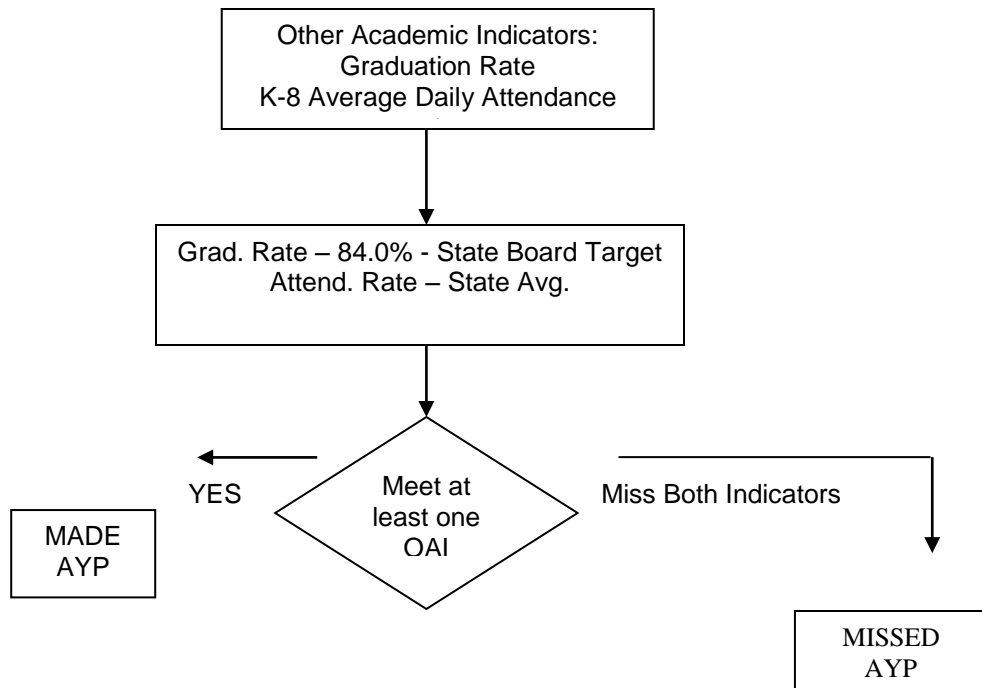


**Adequate Yearly Progress (AYP)
Growth Model Portion
Proficiency Determination for 2014-15**



Appendix D

**Adequate Yearly Progress (AYP)
Other Academic Indicators
District Determination for 2011-12**



**Sample Parent Notification
No Child Left Behind Requirement**

Parents'/Guardians' Rights Notification

Parents/Guardians in the _____ Community School District have the right to learn about the following qualifications of their child's teacher: state licensure requirements for the grade level and content areas taught, the current licensing status of your child's teacher, and baccalaureate/graduate certification/degree. You may also request the qualifications of an instructional paraprofessional who serves your student in a Title I program or if your school operates a school-wide Title I program.

Parents/Guardians may request this information from the Office of the Superintendent by calling _____ or sending a letter of request to Office of the Superintendent, Street Address, City, State Zip.

The _____ Community School District ensures that parents will be notified in writing if their child has been assigned, or has been taught by a teacher for four or more consecutive weeks by a teacher who is not considered highly qualified.

Appendix F

**SAMPLE Parent Notification Letter
Non-Highly Qualified Teacher (Includes Substitute for More than Four Weeks)**

Date

Dear Parents and Guardians:

The federal No Child Left Behind Act of 2001 (NCLB) requires all schools to notify parents or guardians after a class has been taught for four consecutive weeks by a teacher who is not considered "highly qualified" for that specific subject area. While there are a variety of ways in which a teacher can demonstrate that he or she is "highly qualified" in a given subject, the requirement is considerably more difficult to meet for a teacher who is responsible for teaching several core subject areas.

The purpose of this letter is to inform you that Mr./Mrs. _____ is not considered "highly qualified" under NCLB in one or more subject areas being taught to your child.

Please be assured that this does not mean that this teacher is not qualified for this assignment. Mr./Mrs. _____ does meet the state requirements for this position. Given his/her professional preparation and experience, we believe that your child is receiving a high-quality education in his/her class. (Additional information may be added at the districts discretion.)

If you have any concerns regarding this information, you have a right as a parent to review the qualifications of your child's teachers. Please contact _____ at _____ if you have any questions.

Sincerely,

Superintendent

Appendix G

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is the only nationally representative, continuing assessment of what students in the United States know and can do in various subject areas. Since NAEP assessments are administered uniformly using the same sets of test booklets across the nation, NAEP results serve as a common metric for all states and selected urban districts. The assessment stays essentially the same from year to year, with only carefully documented changes. This permits NAEP to provide a clear picture of student academic progress over time. The following tables show the most recent results of NAEP for Iowa in reading and mathematics that were available at the time this document was released. Additional information on NAEP can be found at: <http://nationsreportcard.gov/>.

NAEP mathematics and reading results for grades four and eight are reported on a 0–500 scale. Because NAEP scales are developed independently for each subject and for each content area within a subject, the scores cannot be compared across subjects. In addition to the scale scores and based on recommendations from policymakers, educators, and members of the general public, specific achievement levels are set for each subject area and grade. Achievement levels are performance standards showing what students should know and be able to do. They provide another perspective with which to interpret student performance. NAEP results are reported as percentages of students performing at the Basic, Proficient, and Advanced levels.

- Basic denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at a given grade.
- Proficient represents solid academic performance. Students reaching this level have demonstrated competency over challenging subject matter.
- Advanced represents superior performance.

Note that the cut point for the Basic level on NAEP is the best comparison to the Proficient level on the Iowa Assessments.

Inclusion Rates: Percent Included in the NAEP 2013 Assessment

	Jurisdiction	Grade 4 Reading	Grade 4 Mathematics	Grade 8 Reading	Grade 8 Mathematics
Students with Disabilities	Iowa	93.4%	95.9%	91.1%	94.2%
	Nation	83.3%	89.8%	84.0%	89.1%
Limited English Proficient Students	Iowa	95.6%	96.4%	91.6%	98.5%
	Nation	91.8%	95.8%	89.6%	92.6%

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Assessment.

Appendix G

NAEP Information for District Report Cards

National Assessment of Educational Progress (NAEP) 2013: Average Scale Score and Percent of Students at Each Achievement Level for Iowa and the Nation

	Average Score	Below Basic	Basic	Proficient	Advanced
Reading - Grade 4					
Iowa	224	28%	34%	29%	9%
National Public	221	33%	33%	26%	8%
Reading - Grade 8					
Iowa	269	19%	44%	34%	3%
National Public	266	23%	42%	31%	4%
Mathematics - Grade 4					
Iowa	246	13%	39%	38%	9%
National Public	241	18%	41%	34%	8%
Mathematics - Grade 8					
Iowa	285	24%	40%	29%	7%
National Public	284	27%	39%	26%	8%

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Assessment.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.